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## CHARLOTTE TEACCH CLASSROOM TRAINING

### STUDENT SKILL FORM: PRE-INFORMATION FOR TRAINING

Filename: STUSKILL

Revision Date: March 2013

NAME: Sandra Jean DOB: \_\_\_\_\_ AGE: 9 years, 8 months

EDUCATIONAL PLACEMENT: Autistic self-contained classroom, with 5 other students

#### INTERESTS & HOBBIES

1. Loves to write, loves magnetic letters and numbers
2. Starting to draw pictures
3. Silly putty, using her hands
4. Clothing

DESCRIBE IN DETAIL CHILD'S ABILITIES IN THE SKILL AREAS LISTED IN THE BOXES BELOW;  
PLEASE BE SPECIFIC IN TERMS OF WHAT CHILD CAN AND CANNOT DO:

<b>SKILL AREA: COLORS/SHAPES</b>
<b>DESCRIPTION OF SKILLS:</b> Can identify most colors and color words. Knows some shapes, but not shape words.
<b>SKILL AREA: PUZZLES/BLOCKS</b>
<b>DESCRIPTION OF SKILLS:</b> Very good at assembling puzzles up to 10-12 pieces. Has no interest in blocks.
<b>SKILL AREA: ASSEMBLY/DISASSEMBLY</b>
<b>DESCRIPTION OF SKILLS:</b> Very creative in assembling pieces such as Legos to make buildings, castles, people.
<b>SKILL AREA: PICTURES (E.G., LINE DRAWINGS, PHOTOGRAPHS, ETC.)</b> Please describe child's understanding of pictures, ability to use pictures spontaneously in communication, preference for line drawings over photographs, etc.
<b>DESCRIPTION OF SKILLS:</b> Understands photographs and line drawings. Uses photographs for directions on tasks. Loves to look at photo albums and wants adults to name people and things in photos. Sometimes uses photos to spontaneously communicate.
<b>SKILL AREA: ACADEMIC/CONCEPTUAL (Please describe skills in reading, math, writing, or any other academic area of importance.)</b>
<b>DESCRIPTION OF SKILLS:</b> Learning high frequency words and is mastering them. Is beginning to add single digits; is understanding <, >, and =; can count objects correctly up to 10. Can write her name independently, and writes words given a model.
<b>SKILL AREA: HOUSEHOLD AND/OR DOMESTIC</b>
<b>DESCRIPTION OF SKILLS:</b> Helps with dishes at home. Sets table. Uses picture labels on drawers and is helping with folding and putting away her clothes.

<b>SKILL AREA: TOILETING AND HYGIENE</b>
<b>DESCRIPTION OF SKILLS:</b> She has poor hygiene skills. With prompting and photographs, she can wash her hands, is emerging with brushing her teeth, and is resistant to brushing her hair but can do it with assistance. She cleans up after herself when eating by throwing away her trash.
<b>SKILL AREA: EATING</b>
<b>DESCRIPTION OF SKILLS:</b> With supervision, she can feed herself but doesn't use a knife to cut her food. Without prompting, she eats with her hands and is messy. She has some unusual rituals around food and she is constantly jumping up trying to put food in other people's mouths.
<b>SKILL AREA: OTHER SELF-HELP (E.G., BATHING, DRESSING)</b>
<b>DESCRIPTION OF SKILLS:</b> Can bathe with supervision. Chooses her own clothes and dresses independently. She has some rituals and will cut sleeves out of clothes to make dresses for her dolls. She also will inappropriately touch other people in an effort to adjust their clothes. Can not tie her own shoes.
<b>SKILL AREA: RECREATION/LEISURE</b>
<b>DESCRIPTION OF SKILLS:</b> She watches TV and videos. She likes music. She likes to play with v-tech, electronic toys. She likes dolls, dressing and undressing them. Loves the playground. Starting to show interest in the computer. She actively explores her environment.
<b>SKILL AREA: COMMUNICATION</b>
<b>How do you communicate with child?</b> I talk and use gestures some. I use some sign language. Using photographs helps too.
<b>How does child communicate with you when not prompted? What will child communicate for?</b> She uses gestures and takes my hand sometimes. She will ask for what she wants by vocalizing and pulling you toward the object of interest. She will communicate for almost anything and is persistent. She also will clearly refuse or let you know that she does not want something by pushing it away.
<b>What augmentative devices are used (if any)?</b> N/A
<b>DESCRIPTION OF COMMUNICATION SKILLS:</b> Nonverbal although tries to mouth words and vocalizes sounds. Ex. "Baaa..." for bathroom. Knows some basic signs and can use photos.
<b>SKILL AREA: INDEPENDENCE (HOW MUCH DOES HE/SHE DO ON HIS/HER OWN?)</b>
<b>How long will he/she work without cues?</b> 2-10 minutes depending on her motivation.
<b>What tasks hold his/her attention?</b> She does better with manipulative activities. She enjoys multi-step activities as long as she has photo directions. She loves following patterns such as to make jewelry. She also pays attention to copying words, writing, and circling the correct answers. She really enjoys early first grade worksheets.
<b>SKILL AREA: LEARNING STYLE</b>
<b>Describe attention span:</b> 1:1 up to 20 minutes.
<b>Describe organizational skills:</b> She is good at using the organization that is put in place for her. She can work in a left to right and top to bottom sequence. She is good at keeping her place while using photo directions. She is not good at organizing herself.
<b>Describe task endurance:</b> Usually can persist with difficult tasks up to 5 minutes.
<b>Describe level of self control while working:</b> Generally good. If she gets frustrated, she will run to the break area.
<b>Describe reaction to teacher demand/intrusion:</b> Sometimes there is no reaction, sometimes she cries and tries to push teacher away. She can become intense with pushing others away.
<b>Describe motivation to complete work:</b> Usually high if the activity is visually clear and she understands the directions.

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<b>SKILL AREA: BEHAVIORAL</b>
<b>Describe all difficult behaviors:</b> She will impulsively run full speed to wherever she wants to go. She does not understand personal space. She will try to force food in other people's mouths. She is intrusive with trying to dress other people. When she thinks of something that she wants, she wants it immediately and does not respond to verbal redirection. She will tantrum and during a tantrum she will kick at people, push at people and sometimes bang her face.
<b>How frequently do these behaviors occur?</b> Can be as much as once or twice a day. With consistent use of visual cues for directions and to back up verbal language, tantrums occur less than once per month. Impulsive running continues to average once a day.
<b>What triggers difficult behaviors?</b> Tantrums occur in new situations when there is a request that she does not want to follow, when she can't do what she wants, and when appropriate visuals are not used to communicate with her. Running is triggered by the need or desire to do something. She moves without thinking.
<b>How behaviors are typically managed?</b> Behaviors are managed using visual cues for rules (i.e., no running, no feeding, no touching), followed by a visual reminder of what she is supposed to be doing and redirection to an appropriate activity.
<b>How does s/he react to over stimulation (e.g., too many people, too much noise)?</b> When she is over stimulated, it can trigger both tantrums and running. At other times she gets a little silly and covers her ears.
<b>Is s/he easily calmed once upset?</b> It can take a few minutes. She needs to go to a quiet area to work on a simple, structured task and be alone until she is calm.
<b>Other comments re behavior:</b> She is a curious child who likes to try new things.
<b>PERTINENT MEDICAL INFORMATION</b>
<b>Medications:</b> N/A
<b>Allergies:</b> N/A
<b>Unusual Sensory Responses:</b> She covers her eyes and ears. She puts objects in her mouth.
<b>Other Medical conditions:</b> N/A
<b>Other Pertinent Information:</b> N/A

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